

AL2.2003-265

University of Alberta Library



0 1620 3503179 6

Student and teacher: Use this cover sheet for mailing or faxing.

ASSIGNMENT BOOKLET 6B

ELA3105 English Language Arts 30-1

Module 6: Section 3 Assignment, Section 4 Assignment, and Final Module Assignment

FOR STUDENT USE ONLY

Date Assignment Submitted:

(If label is missing or incorrect)

Student File Number:

Time Spent on Assignment:

Module Number: _____

FOR OFFICE USE ONLY

Assigned

Teacher: _____

Assignment

Grading: _____

Graded by: _____

Date Assignment Received:

Student's Questions and Comments

Apply Module Label Here

Name

Address

Postal Code

Please verify that preprinted label is for
correct course and module.

Teacher's Comments

Teacher

INSTRUCTIONS FOR SUBMITTING THIS DISTANCE LEARNING ASSIGNMENT BOOKLET

When you are registered for distance learning courses, you are expected to regularly submit completed assignments for correction. Try to submit each section of assignments as soon as you complete it. Do not submit more than one Assignment Booklet in one subject at the same time. Before submitting your section assignments or your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

MAILING

1. Postage Regulations

Do **not** enclose letters with your assignments or Assignment Booklets.

Send all letters in a separate envelope.

2. Postage Rates

Put your assignments or Assignment Booklet in an envelope and take it to the post office and have it weighed. Attach sufficient postage and seal the envelope. Assignment Booklets will travel faster if sufficient postage is used and if they are in large envelopes that do not exceed two centimetres in thickness.

FAXING

1. Assignment Booklets may be faxed to the school with which you are registered. Contact your teacher for the appropriate fax number.
2. All faxing costs are the responsibility of the sender.

E-MAILING

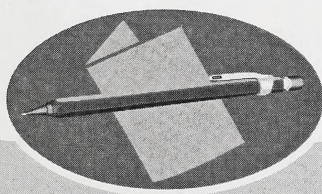
It may be possible to e-mail your completed assignments to the school with which you are registered. Contact your teacher for the appropriate e-mail address.

English Language Arts 30-1

Module 6

Shakespeare's *Hamlet*

ASSIGNMENT BOOKLET 6B



Learning
Technologies
Branch

Alberta
LEARNING

FOR TEACHER'S USE ONLY

Summary

	Total Possible Marks	Your Mark
Section 3 Assignment	35	
Section 4 Assignment	25	
Final Module Assignment	5	
	65	

Teacher's Comments

English Language Arts 30-1

Module 6: Shakespeare's *Hamlet*

Assignment Booklet 6B

Section 3 Assignment, Section 4 Assignment, and Final Module Assignment

Learning Technologies Branch

ISBN 0-7741-2526-8

The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Assignment Booklet.

This document is intended for

Students



Teachers



Administrators

Home Instructors

General Public

Other



You may find the following Internet sites useful:

- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/ltb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

Copyright © 2003, the Crown in Right of Alberta, as represented by the Minister of Learning, Alberta Learning, 10155 – 102 Street, Edmonton, Alberta T5J 4L5. Print copies may be obtained from the Learning Resources Centre. Digital copies are available to registered Alberta educators at the Tools4Teachers website: <http://www.tools4teachers.ab.ca>

Every effort has been made both to provide proper acknowledgement of the original source and to comply with copyright law. If cases are identified where this effort has been unsuccessful, please notify Alberta Learning so that appropriate corrective action can be taken.

ASSIGNMENT BOOKLET 6B

ENGLISH LANGUAGE ARTS 30-1: MODULE 6

SECTION 3 ASSIGNMENT, SECTION 4 ASSIGNMENT, AND FINAL MODULE ASSIGNMENT

Your mark for this module will be determined in part by how well you do your assignments.

This Assignment Booklet is worth 65 marks out of the total 125 marks for the assignments in Module 6. The value of each assignment and each question is stated in the left margin.

Work slowly and carefully. If you have difficulty, go back and review the appropriate topic.

You are encouraged to use a computer and word-processing application for many of these questions. If you use a computer, be sure that you submit a printed copy that has been carefully proofread. Include your name, course name, and assignment question number on each page. Alternatively, you may be able to arrange with your teacher to submit your written assignments by e-mail.

Be sure to proofread your answers carefully.

35

Section 3 Assignment: “The Readiness Is All.”

Read all parts of your assignment carefully and record your answers in the appropriate places.

15

1. In a response of a few paragraphs, discuss **one** of the following three topics. Read the discussion of each topic carefully before deciding which to write on. In your response, be sure to include direct references to the play itself.

- The “graveyard scene” in *Hamlet* (Act 5, Scene 1) is one of the most famous scenes in all of Shakespeare’s plays. Reread this scene carefully and listen to it on the *English Language Arts 30-1 Audio CD (Hamlet 2)*. As you read, note that the scene can really be divided into two parts; the first consists principally of Hamlet’s conversation with the gravediggers and Horatio while the second begins when the funeral procession enters the stage.

Pick **one** of these two parts of the graveyard scene and explain what—and how—it contributes to the audience’s understanding of Hamlet’s character. In your response, be specific; comment on things that Hamlet says and does and indicate what the audience learns from them.

OR

- Throughout your study of *Hamlet*, you’ve thought about how Shakespeare uses character foils to reveal things about his characters’ personalities. In the last part of Section 3: Lesson 6, you took one final look at the use of foils in *Hamlet*, focusing in particular on how Horatio, Fortinbras, and Laertes contrast with Hamlet.

Select **either** Fortinbras **or** Laertes and show how Shakespeare uses your chosen character as a foil to highlight qualities, both positive and negative, in Prince Hamlet. Refer to specific speeches and actions to illustrate how Hamlet and your chosen character contrast; be sure, as well, to show what the contrasts reveal about Hamlet.

You might plan your response with a chart like the one comparing Hamlet, Horatio, Laertes, and Fortinbras in Section 3: Lesson 6; but you should include more specifics in your own chart. Whether or not you choose this method for planning, your final product should be a written response of several paragraphs.

OR

- Something else you've looked at throughout your study of *Hamlet* is the use of recurring motifs in the play—particularly the motif of corruption and that of appearance and reality. These motifs were reviewed in Section 3: Lesson 6.

Select **one** of these two motifs and show how Shakespeare uses it to reinforce some of the fundamental themes or ideas in *Hamlet*. Be sure to be specific; point out instances where the motif recurs and explain how each instance contributes to the play.

Assessment Criteria 15 marks

Thought and Support

- The ideas are thoughtful and clear. 3 marks
- The response shows an understanding of the topic and the play. 3 marks
- Supporting details are appropriate and relevant. 3 marks

Writing Skills

- The language used is correct and effective. 2 marks
- The response is well organized. 2 marks
- The writing has been edited to eliminate errors in spelling, grammar, sentence structure, capitalization, and punctuation. 2 marks

(There is more room for your response on the next page.)

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

(There is more room for your response on the next page.)

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

(There is more room for your response on the next page.)

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

(There is more room for your response on the next page.)

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

20

2. *Hamlet* is a play that deals with some of the fundamental issues confronting human beings. These include things like

- human mortality—facing up to the reality of death
- suicide
- the conflict between appearance and reality—the fact that things may not be as they seem
- deception and betrayal
- the workings of conscience and the felt need to do one’s duty
- corruption, decay, and rot
- the conflict between the need to act and the necessity of being sure that one is right
- the very meaning (or meaninglessness?) of human existence

Your assignment is to select **one** of these issues (or another issue that you see arising from *Hamlet*) and to create a visual (or graphic) essay that expresses some of your thoughts on your chosen issue. A graphic essay is much like the photo essays you looked at earlier in the course, the chief difference being that rather than limiting yourself to photographs, you can use any form of visuals you choose—for example, drawings, photographs, collages, or computer-generated graphics. In other words, your work here will be essentially visual rather than written, though there will be some written components as well.

To create your graphic essay, follow the steps outlined here. Be sure to read them all through before you begin work.

- Create a focus for your essay by selecting an issue (see the preceding list). Then give your essay a title.
- Formulate a thesis statement that expresses what you want to say about your issue. Your thesis needn’t be profound, but it should make a point about human experience.

For example, your thesis might be, “Thinking too hard and worrying too much can destroy a person’s ability to take decisive action when it is needed.” Or it might be, “When people have lost faith in those closest to them, they may do things that have devastating consequences.”

- Select **five** quotations from *Hamlet* that you think are significant in developing your thesis. Write out the quotations and, in a paragraph of two or three sentences for each one, explain its context and relevance to the play.
- Create a visual of some sort to support each of your quotations. You can stick closely to the events in *Hamlet* if you choose, or you can illustrate with your visuals how the quotations might apply to other situations in life.

- Organize the components of your essay logically and attractively. These will include
 - title
 - thesis statement
 - five quotations with explanatory paragraphs
 - five visuals

You can use the pages that follow for your graphic essay or use other paper of your own. Submit your essay, properly labelled, with this Assignment Booklet.

Assessment Criteria 20 marks

Thesis

- The thesis statement is properly constructed and focused on one idea. 2 marks
- The thesis is thoughtful and clearly related to an important issue or idea in *Hamlet*. 2 marks

Quotations

- The quotations are thoughtfully selected and related to the topic. 2 marks
- The context and relevance of each quotation is clearly and accurately presented. 2 marks

Visuals

- The visuals are relevant to the quotations. 2 marks
- The visuals enhance the quotations from the play. 2 marks
- Together, the visuals develop the thesis of the essay. 2 marks

Overall Impression

- The essay is well organized and attractively presented. 2 marks
- The essay is coherent and develops the ideas expressed in the thesis statement. 2 marks
- The essay shows an understanding of *Hamlet* while developing ideas that arise from the play. 2 marks

(There is more room for your response on the next page.)

(There is more room for your response on the next page.)

(There is more room for your response on the next page.)

(There is more room for your response on the next page.)

When you've finished responding to the preceding questions, return to page 116 of the Module 6 Student Module Booklet and continue working where you left off.

25

Section 4 Assignment: Researching *Hamlet*

Read all parts of your assignment carefully and record your responses in the appropriate places.

As you worked through Section 4, you selected a topic for a research paper, researched the topic using primary and secondary sources, created an outline, drafted, revised, and edited your paper, and documented your sources with properly constructed citations. You created a Works Cited list and a cover page.

Your job now is to submit the final, polished copy of your report. If at all possible, use a computer to create this copy; otherwise, take care to create a neat, clean typed or handwritten copy.

You'll have to use your own paper, so be sure to attach it, fully and clearly labelled, to this Assignment Booklet.

Assessment Criteria

Your paper will be graded according to the marking guide that follows. It will look basically familiar to you from earlier modules, having been adapted from the guide used for the Diploma Exam's critical response. However, note that in this case the columns with the headings Supporting Evidence and Matters of Correctness have been further modified to reflect the fact that the paper being graded involves research.

	Thought and Understanding	Supporting Evidence	Form and Structure	Matters of Choice	Matters of Correctness
Excellent 5	Ideas are insightful, demonstrating a comprehension of subtle distinctions in the literary text(s) and the topic. Literary interpretations are perceptive and illuminating.	Support is explicit, precise, and deliberately chosen to reinforce the student's ideas in a deliberate and judicious way. A strong connection to the student's ideas is maintained. Primary and secondary sources have been used thoughtfully and effectively.	An effective arrangement of ideas and/or details contributes to a fluent, controlled, and shaped discussion that concludes skillfully. The unifying effect and/or controlling idea is successfully sustained, integrated, and coherently presented.	Diction is precise and effective. Syntactical structures are effective and sometimes polished. Stylistic choices contribute to a confident composition with a convincing voice.	This writing demonstrates confidence in control of correct sentence construction, usage, grammar, and mechanics as well as the documentation of sources and the conventions of a research paper.
Proficient 4	Ideas are thoughtful, demonstrating a well-considered comprehension of the literary text(s) and the topic. Literary interpretations are revealing and convincing.	Support is relevant, accurate, and occasionally deliberately chosen to reinforce the student's ideas in a logical and clear way. A clear connection to the student's ideas is maintained. Primary and secondary sources have been used sensibly and correctly.	A considered arrangement of ideas and/or details contributes to a competent, controlled discussion that concludes appropriately. The unifying effect and/or controlling idea is sustained and coherently presented.	Diction is specific. Syntactical structures are generally effective. Stylistic choices contribute to a competent composition with a capable voice.	This writing demonstrates competence in control of correct sentence construction, usage, grammar, and mechanics as well as the documentation of sources and the conventions of a research paper.
Satisfactory 3	Ideas are relevant and straightforward, demonstrating a generalized comprehension of the literary text(s) and topic. Literary interpretations are general but plausible.	Support is adequate and general but occasionally lacking in persuasiveness and consistency. A straightforward connection to the student's ideas is maintained. For the most part, primary and secondary sources have been used correctly, but there are lapses in their effectiveness.	A straightforward arrangement of ideas and/or details provides direction for the discussion that concludes functionally. The unifying effect and/or controlling idea is presented and maintained generally; however, coherence may falter.	Diction is adequate but may be lacking in specificity. Syntactical structures are generally clear but attempts at complex structures may be awkward. Stylistic choices contribute to a clear composition with a matter-of-fact voice.	This writing demonstrates control of the basics of correct sentence construction, usage, grammar, and mechanics. The documentation of sources and the conventions of a research paper are generally handled correctly.
Limited 2	Ideas are superficial and oversimplified, demonstrating a weak comprehension of the literary text(s) and the topic. Literary interpretations are incomplete and/or literal.	Support is often inappropriate or is a restatement of what was taught or read, and/or may be repetitive, contradictory, and/or lacking. The connection to the student's ideas is vague and/or redundant. An attempt has been made to use primary and/or secondary sources, but they contribute little.	A discernible but ineffectual arrangement of ideas and/or details provides some direction for the discussion that does not conclude deliberately. A unifying effect and/or controlling idea is not maintained.	Diction is imprecise and/or inappropriate. Syntax is frequently awkward and/or immature. The writing may be vague, redundant, and/or unclear. Inadequate language choices contribute to a composition with an undiscerning or uncritical voice.	This writing demonstrates faltering control of correct sentence construction, usage, grammar, and mechanics. The documentation of sources and the conventions of a research paper are not handled consistently.
Poor 1	Ideas are largely absent, irrelevant, and/or do not develop the topic. Little comprehension of the literary text(s) and/or the topic is demonstrated.	Support is irrelevant, overgeneralized, and/or lacking. The support, if present, is largely unrelated to the student's attempted discussion. Little or no effective use of primary or secondary sources is evident.	A haphazard arrangement of ideas and/or details provides little or no direction for the discussion, and a conclusion is absent or obscure. A unifying effect and/or controlling idea is absent.	Diction is overgeneralized and/or inaccurate. Syntax is confused and uncontrolled. The writing is unclear. Lack of language choices contributes to a confusing composition with an ineffective voice.	This writing demonstrates lack of control of correct sentence construction, usage, grammar, and mechanics. There is little or no understanding of the documentation of sources and the conventions of a research paper.

When you've finished responding to the preceding question, return to page 156 of the Module 6 Student Module Booklet and continue working where you left off.

5

Final Module Assignment

Read all parts of your assignment carefully and record your responses in the appropriate places.

From anywhere in Module 6, select a Writing Folder response that you're pleased with; revise and edit it, and include a polished copy for assessment. Be sure to indicate which suggestion you're responding to.

Your response will be graded according to the Writing Folder Assessment Criteria on page 27 in Module 1.

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

(There is more room for your response on the next page.)

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

(There is more room for your response on the next page.)

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

(There is more room for your response on the next page.)

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, leaving small margins at the top and bottom. There is no handwriting or other markings on the paper.

When you've finished responding to the preceding question, submit this Assignment Booklet for assessment.